



Children Looked After Policy 2025-26

Infant and Junior Schools

All our policies are written to reflect, support and develop our core purpose statement

“A community that cares about excellence, wonder and learning for life”

We provide a safe and exciting space where:

There is community

-  There is a strong, friendly and respectful spirit within the immediate and extended communities, supporting learning and progress of and for all pupils
-  There is a sense of belonging

There is care

-  Everyone focusses on valuing and developing the whole child, nurturing a happy and kind atmosphere where asking for help and listening is what we expect of each other
-  We understand our actions and nurture respect for each other and the environment

There is excellence

-  There is a strong sense of ambition and high academic achievement along with excellent personal progress built around quality first teaching and research informed learning
-  There is enrichment and high expectations beyond the curriculum

There is wonder

-  Every experience is more memorable than the last
-  Learning powers are nurtured and grow and grow
-  The implementation of the curriculum is rich, vibrant and creative

There is learning for life

-  There is an unstinting dedication to diversity and equality
-  There is motivation for the preservation of our environment and a thirst to become a conscientious contributor to making the world a better place
-  Pupils leave us with a thirst for knowledge and love of learning, autonomous and self-motivated, ready for their next stage and beyond

Legislation and Guidance

This policy has due regard to the related statutory legislation including, but not limited to, the following:

- Keeping Children Safe in Education (2025)

Introduction

The governing body of Honeywell Schools is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes. This governing body recognises that, nationally, there is considerable educational underachievement of children in residential and foster care, when compared with their peers, and is committed to implementing the principles and practice, as outlined in “Guidance on the Education of Looked After Children” (May 2000) and Section 52 of the Children Act 2004. Children who are “looked after” may be “Accommodated” “In Care” or “remanded/ detained” as follows:

Accommodated (Section 20)

This is a voluntary arrangement, because parents are ill, missing, unable to cope, or as part of a child protection plan negotiated with the family. The parents retain parental responsibility.

In Care

A child is in care only if a court has granted a Care Order which it will issue if it believes a child to be suffering or likely to suffer significant harm. A care order generally gives parental responsibility to the local authority, or shares this with the parents.

Remanded/Detained

A child can be remanded or detained as in the following:

- an emergency protection order
- removed by police using their powers of protection
- remanded by a court following criminal charges
- a court directing a social services department to accommodate a child (already on a supervision order for criminal behaviour) for up to six months

Children Looked After may (or may not) have some or all the following issues:

- low self esteem
- poor education standards due to time out of school
- delayed social/emotional/ cognitive development
- be bullied or bully others.
- be prone to mental health issues
- be isolated with few friends
- have behaviour issues.
- poor attachments to others.
- have a need to be very private.

This makes them an extremely vulnerable group in terms of education and future life-chances. The governing body of Honeywell Schools is committed to ensuring that these children are supported as fully as possible and will ensure that the following are in place, and are working effectively:

- a Designated Teacher for Children Looked After
- Personal Education Plans for all Children Looked After
- all staff have a clear understanding of confidentiality and issues that affect Children Looked After.
- effective strategies that support the education of this vulnerable group

Roles and Responsibilities of the Designated Teacher

The Designated Teacher in the Infant School is the Assistant Head and Inclusion Lead and in the Junior School is the Inclusion Lead. The Designated Governor is Katie Price.

The Designated Teacher should:

- be an advocate for Children Looked After
- when new to the school, ensure a smooth and welcome induction for the child and carer, and note any specific requirements, including care status
- have details of the child's social worker and the name of the virtual school head in the authority that looks after the child, as well as information about the child's care arrangements and levels of authority delegated to the carer by the authority looking after him/her

- ensure that a Personal Education Plan (PEP) is completed, as soon as possible. This should be prepared with the child and the carer, in liaison with the social worker and other relevant support workers/agencies, and be linked to the Care Plan meetings, within 28 days, 3 months and 6 months and, at least, every 6 months; A flow chart showing PEP completion is found at the end of this policy
- keep PEPs and other records up to date, particularly in time to inform review meetings;
- ensure that each child in public care (if they wish) has an identified member of staff that they can talk to (this should be based on the child's request, and may not necessarily be the Designated Teacher);
- co-ordinate support for the child in the school and liaise with other professionals and carers as necessary
- ensure staff receive relevant information and training and act as an advisor to staff and governors
- ensure confidentiality for individual children and only share personal information on a need to know basis
- provide written information to assist planning/review meetings and ensure attendance as far as possible
- ensure that the child and carer(s) receive early notification of meetings, parents' evenings and other events and that communication remains regular and positive
- encourage Children Looked After to participate in extra-curricular activities and out of hours learning, where feasible
- ensure speedy transfer of information between individuals and other relevant agencies and to a new school when the child transfers
- seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded
- ensure that any returns on Children Looked After are completed – as requested by the LA
- attend termly virtual school meetings to keep updated on policy and practice relating to Children Looked After

Roles and Responsibilities of all Staff

- ensure that any child in public care is supported sensitively and that confidentiality is maintained;
- be familiar with the and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings
- respond positively to a child in public care's request to be the named person that they can talk to when they feel it is necessary
- contribute to the Designated Teacher's requests for information on educational attainment and needs, as appropriate
- as with all children, ensure that no child in public care is stigmatised in any way
- provide a supportive climate to enable a child in public care to achieve stability within the school setting
- as with all children, have high aspirations for the educational and personal achievement of Children Looked After
- positively promote the self-esteem of Children Looked After

Role and Responsibility of the Governing Body

The governing body will:

- ensure that the schools' admission criteria prioritise Children Looked After according to the Code of Practice on Admissions
- ensure all governors are fully aware of the legal requirements and Guidance for Looked After Children
- be aware of whether the school has Children Looked After and how many (no names)
- ensure that there is a named Designated Teacher for Children Looked After
- liaise with the Head Teacher to ensure that the Designated Teacher is enabled to carry out her/his responsibilities in relation to Looked After Children
- support the Head Teacher, Designated Teacher and other staff in ensuring the needs of Children Looked After are met

- nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body (These reports should not include any names of individual children for child protection and confidentiality reasons)
- review the effective implementation of this policy as stated below
- liaise with the other committees to ensure that the schools' other policies and procedures give Children Looked After equal access in respect of:
 - admission to school
 - The National Curriculum
 - additional educational support where this is needed
 - extra-curricular activities

Training

The Head Teacher or the Designated Teacher will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.

Confidentiality

- Information on Children Looked After will be shared with school staff on a "need to know basis".
- The Designated Teacher will discuss what information is shared with which school staff at the PEP meeting. Once this has been agreed with the social worker, carer, young person, and other parties, complete confidentiality is to be maintained.

Record Keeping

All information collected in relation to this policy will be stored in accordance with our Privacy Policy and will not be shared with third parties.

Personal Education Plan (PEP) Completion Flow Chart

1. Social worker informs school of a child becoming looked after (or a Child Looked After entering the school).
2. Date is set for the completion of a Personal Education Plan (PEP).
3. A copy of the form is sent to the school to enable completion of educational data PEP meeting takes place within 20 days, involving the social worker designated teacher (or other appropriate staff), carer and young person if appropriate.
4. A date is set for the next PEP meeting; the Personal Education Plan is taken to the child's statutory review and discussed within the wider context of the child's life.
5. PEP sent to the CLA team at the appropriate LA.

Review

This policy will be reviewed and adopted on an annual basis by the Head Teacher in conjunction with the Governing Body and the Pupil Welfare and Community Committee with a detailed review every two years, or earlier if necessary.

The teacher responsible for CLA needs to make sure all staff are up to date through staff meetings and INSET and will ensure the policy is read by staff with direct contact with CLA when required.